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By-Stordahl, Kalmer E.

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As part of a study of student characteristics, Part 2 of the College Student Questionnaire (CSQ) was administered in 1969 to a random sample of full-time freshmen and sophomores at Northern Michigan University (NMU) who were stratified by sex, class, and residence. Data obtained from 529 participants provided the basis for this report on student attitudes toward 4 aspects of their campus environment: faculty, administration, major department, and fellow students. The scores of these students were compared with those of a national norm group consisting of 1,500 students who were freshmen and sophomores in 1966 and 1967. NMU students who lived off campus approved of the faculty and administration much more than those who lived on campus, and NMU males were less satisfied with faculty than males in the norm group. NMU students, particularly the males, were more negative toward administrative authority over student behavior than the norm group. Scores lower than those for both NMU females and the norm group were obtained for NMU males concerning satisfaction with major fields, and NMU students took a less favorable view of their peers than students at norm group institutions. More recent norms may have revealed less differences between the 2 groups. But the critical attitude of NMU students is common in other institutions, and presents a challenge to US universities of providing a more satisfying and meaningful educational experience for their students. (WM)

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NMU

STUDENT SATISFACTION WITH NORTHERN MICHIGAN UNIVERSITY

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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By
Kalmer E. Stordahl

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OFFICE OF INSTITUTIONAL RESEARCH
Northern Michigan University

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Although I accept responsibility for the content of this report, I should like to acknowledge the encouragement given by the Task Force On Student Rights and Responsibilities, particularly by Mr. Michael Shapiro and Mr. Jarl Roine, to undertake the study. I should also like to acknowledge the assistance given in administration of the questionnaire by the Dean of Students Office, particularly by Mr. Donald Suit and resident advisors, and of the students who participated in the study.

-Kalmer E. Stordahl-

The purpose of this study was to examine some of the characteristics of the student body at Northern Michigan University. It was undertaken in cooperation with the Task Force On Student Rights and Responsibilities, and some preliminary data have previously been provided to the Task Force and to the Climate of Learning Committee. This report is concerned with only part of the total study, namely the attitudes of students toward selected aspects of their campus environment.

PROCEDURE

In January, 1969, a standardized questionnaire, The College Student Questionnaire (CSQ), part 2 published by the Educational Testing Service was administered to a stratified random sample of full-time undergraduates enrolled on the Northern Michigan University campus. The variables on which the student population was stratified were sex, class, and residence (residence hall or off-campus). A ten percent sample was drawn from each strata with oversampling of some categories to include a minimum of 30 students in each.

The questionnaire was administered to residence hall students through the cooperation of the Dean of Students Office and resident advisors; administration off-campus was by mail. A total of 670 students were contacted and asked to participate in the study; of these 529 or about 79 percent returned useable questionnaires.

The CSQ consists of 200 multiple choice questions designed to gather a variety of biographical and attitudinal information about college student bodies. Sixteen questions of specific interest to the Task Force On Student Rights and Responsibilities were added to the standard instrument. The CSQ can be scored on eleven scales of ten items each. Scores are obtained by summing the item response weights and have a maximum range of 10 to 40. The present report is concerned with scores on the following four student satisfaction scales:

Satisfaction with Faculty refers to a general attitude of esteem for instructors and the characteristic manner of student-faculty relationships at the respondent's college. Students with high scores regard their instructors as competent, fair, accessible, and interested in the problems of individual students. Low scores imply dissatisfaction with faculty and the general nature of student-faculty interaction.

Satisfaction with Administration is defined as a generally agreeable and uncritical attitude toward the college administration and administrative rules and regulations. High scores imply satisfaction with both the nature of administrative authority over student behavior and with personal interactions with various facets of the administration. Low scores imply a critical, perhaps contemptuous view of an administration that is variously held to be arbitrary, impersonal, and/or overly paternal.

Satisfaction with Major refers to generally positive attitudes on the part of the respondent about his activities in his field of academic concentration. High scores suggest not only continued personal commitment to present major field, but also satisfaction with personal achievement within one's chosen field. Low scores suggest an attitude of uncertainty and disaffection about current major field work.

Satisfaction with Students refers to an attitude of approval in relation to various characteristics of individuals comprising the total student body. High scores suggest satisfaction with the extent to which such qualities as scholastic integrity, political awareness, and particular styles and tastes are perceived to be characteristic of the student body. Low scores imply disapproval of certain characteristics that are attributed to the over-all student body.

Scores on each of the scales were analyzed by analysis of variance using a sex X residence X class factorial design. Random sampling was used to obtain equal numbers within each subgroup for convenience in performing the analysis.

Scores on each scale (and the items comprising each scale) were also compared with normative data provided by the publishers of the CSQ. The norms are based on a sample of 1,500 second-term freshmen and sophomores who attended 37 four-year colleges and universities in the spring of 1966 and 1967. Only freshmen and sophomore students in the Northern sample were used in this comparison. In comparing Northern students with national norms, as well as in the calculation of mean (average) scores for descriptive purposes, a balanced or representative sample of Northern students rather than the total number of respondents was used. That is, a random sample was selected from among all respondents in such a way that each class, sex, and residence classification was represented in proportion to its incidence in the total student population. This procedure was used so that the subsamples could be combined in any way desired to calculate descriptive measures such as means without weighting these measures to reflect differences in proportionate representation of the subsamples. The number of students in the sample (about seven percent of the student population) is given in Table 1 by class, sex, and residence*

RESULTS

Mean scores on each of the scales for the proportionate sample used in this study are given in Table 2 through 5, and variance analyses are summarized in Tables 6 through 9. Tables 10 and 11 provide a comparison of the scale mean scores for Northern Michigan University students (freshmen and sophomores only) and national norms; similarly, item responses for each item of the four satisfaction scales are given in Table 12 for both Northern students and the norm group--- the items have been paraphrased, but give the essence of the

* All tables may be found on pages 6 through 20.

items as presented to the students.

Satisfaction with Faculty

Students who were living off campus were found to be significantly more satisfied with the Northern faculty than those who lived in the residence halls. This difference was quite consistent for both men and women and for all classes.

In comparison with national norms, Northern men were less satisfied with the faculty than men at the institutions on which the norms are based. This difference did not hold for women, however. From an examination of item responses (see Table 12) it seems that Northern men were more critical of what they perceived as a lack of personal interest and concern for students than of the fairness and academic competence of the faculty. Also, they appeared to enjoy their courses substantially less than the students in the norm group.

Satisfaction with Administration

The attitudes which students expressed towards the administration and administrative rules and regulations at Northern were similar to those expressed towards the faculty.

Students living on campus were significantly more critical than those residing off campus. Freshmen, particularly those off campus, expressed greater satisfaction than did students in other classes.

Both men and women expressed a significantly more critical attitude toward administrative authority over student behavior than students in the norm group. This difference between Northern students and the norm group was more pronounced for men than for women. From the item responses (Table 12) it appears that Northern students, especially men, were particularly dissatisfied with rules governing their life outside the classroom and the fairness with which such rules and regulations were enforced. Comparatively negative attitudes were also expressed towards the courtesy and efficiency with which student problems are handled by various administrative and personnel offices.

Satisfaction with Major

Although there were no differences among the Northern group (classes, sexes, or residence classifications), men but not women had significantly lower scores than the norm group on the Satisfaction with Major scale. From the responses of Northern men to individual items they seemed to have less feeling of esprit de corps than students in the norm group. They tend to have less positive perceptions of the ability of their fellow students, their own academic standing, and the prestige of their department than students at the colleges on which the

norms are based.

Satisfaction with Students

There was no substantial difference between men and women, on and off-campus students, or among classes insofar as satisfaction with fellow students is concerned. However, both men and women expressed less approval of the characteristics of the Northern student body than students in the norm group. From an examination of the item responses (Table 12) it appears that Northern students tend to view the student body as more concerned with social than academic and intellectual pursuits. Also, they seem to have a less positive view of the academic honesty and competitiveness of the student body than students at the norm group institutions. Interestingly, this is in a sense a self criticism since this critical attitude is concerned with the behavior of the general student body of which the respondents were, of course, a part.

SUMMARY AND DISCUSSION

The College Student Questionnaire, Part 2, was administered to a sample of Northern Michigan University undergraduates in January, 1969. This report is based upon data obtained in the survey, and is concerned with the attitudes of Northern students toward four aspects of the University environment: faculty, administration, major department, and fellow students.

Students who lived off campus were significantly more satisfied than on-campus students with the Northern faculty and the nature of the administrative authority governing student behavior. This difference did not appear, however, on the measures of satisfaction with major field and fellow students.

The more positive attitude expressed toward faculty and administration by students who lived off campus is no doubt attributable, at least in part, to the fact that most students off campus were living at home. Thus they had substantially less contact with administrative authority, less involvement in campus affairs, and lived in a familiar community and family environment. These factors may contribute to a generally more positive view of the University, or at least of those aspects included in this study.

Northern Michigan University students , particularly men, expressed less satisfaction with all facets of the campus environment studied than a norm group composed of students from a national sample of colleges and universities. In interpreting the critical attitudes of Northern students as compared with the national sample it is important to keep in mind that the norms are based on data collected two or three years ago. From the increased turmoil on college campuses across the country since that time it seems probable that more up-to-date norms would reveal less discrepancy between Northern students and the general college pop-

ulation. At the same time, however, it seems apparent that Northern Michigan University men (especially those living on campus), and to a lesser extent women, are far from wholly satisfied with their lives at Northern.

The challenge to the Northern Michigan University community (faculty, administration, and students) is similar to that which confronts virtually every university, namely, what positive action can be taken to provide students with a more satisfying and meaningful educational experience? This problem is particularly complex in light of the commonly held belief that the roots of student discontent lie not only in campus affairs, but more basically in a pervasive, but often ill defined sense of dissatisfaction with American society.

Table 1. Size of proportionate sample by class, sex, and residence.

	On Campus		Off Campus		
Class	Men	Women	Men	Women	Total
Freshmen	68	47	16	13	144
Sophomore	43	31	20	09	103
Junior	32	24	27	12	95
Senior	13	11	33	17	74
Total	156	113	96	51	416

Table 2. Mean Score on Satisfaction with Faculty Scale.

	On Campus		Off Campus		
Class	Men	Women	Men	Women	Total
Freshmen	23.60	24.86	25.26	27.07	24.49
Sophomore	22.97	22.67	21.25	23.80	22.63
Junior	23.18	24.16	24.77	23.58	23.93
Senior	25.00	22.54	26.54	24.82	25.28
Total	23.44	23.88	24.74	24.90	24.03

Table 3. Mean Score on Satisfaction with Administration Scale.

	On Campus		Off Campus		
Class	Men	Women	Men	Women	Total
Freshmen	23.11	24.64	26.80	29.61	24.58
Sophomore	21.41	23.58	24.25	27.10	23.15
Junior	22.06	22.66	24.88	24.41	23.31
Senior	22.61	22.00	24.12	25.31	23.79
Total	22.43	23.63	24.76	26.54	23.79

Table 4. Mean Scores on Satisfaction with Major Scale.

	On Campus		Off Campus		
Class	Men	Women	Men	Women	Total
Freshmen	25.60	26.89	27.42	29.12	26.73
Sophomore	25.06	25.84	25.26	28.55	25.74
Junior	25.00	28.00	28.37	26.50	26.89
Senior	26.38	24.54	27.90	27.06	26.94
Total	25.38	26.54	27.50	27.62	26.56

Table 5. Mean Scores on Satisfaction with Students Scale.

	On Campus		Off Campus		
Class	Men	Women	Men	Women	Total
Freshmen	25.52	26.52	25.31	26.76	25.89
Sophomore	25.46	25.38	23.85	23.30	24.92
Junior	24.87	24.79	24.18	23.50	24.48
Senior	25.30	24.36	24.87	25.05	24.91
Total	25.33	25.65	24.44	24.78	25.15

Table 6. Analyses of Variance of Satisfaction with Faculty Scale Scores.

Source	df	MS	F
Sex	1.	17.60	.89
Residence	1.	87.60	4.45*
Class	3.	29.35	1.49
Sex. x Res.	1.	49.51	2.51
Sex x Class	3.	42.70	2.17
Res. x Class	3.	29.66	1.51
Sex x Res. x Class	3.	46.05	2.34
Within	224.	19.70	
Total	239.		

* P is less than .05

Table 7. Analysis of Variance of Satisfaction with Administration Scale Scores.

Source	df	MS	F
Sex	1.	35.26	1.53
Residence	1.	546.01	23.67**
Class	3.	136.78	5.93**
Sex x Res.	1.	104.03	4.51*
Sex x Class	3.	39.10	1.70
Res. x Class	3.	27.25	1.18
Sex x Res. x Class	3.	35.15	1.52
Within	224.	23.06	
Total	239.		

* P is less than .05 ** P is less than .01

Table 8. Analysis of Variance of Satisfaction with Major Scale Scores.

Source	df	MS	F
Sex	1.	.03	.00
Residence	1.	20.57	.62
Class	3.	41.14	1.25
Sex x Res.	1.	124.32	3.77
Sex x Class	3.	36.32	1.10
Res. x Class	3.	11.28	.34
Sex x Res. x Class	3.	29.36	.89
Within	96.	32.96	
Total	111.		

Table 9. Analysis of Variance of Satisfaction with Student Scale Scores.

Source	df	MS	F
Sex	1.	5.40	.33
Residence	1.	11.26	.68
Class	3.	10.14	.62
Sex x Res.	1.	21.60	1.31
Sex x Class	3.	14.36	.87
Res. x Class	3.	5.43	.33
Sex x Res. x Class	3.	29.12	1.77
Within	224.	16.44	
Total	239.		

Table 10. Mean and Standard Deviation of Scale Scores for Northern Michigan University Freshmen and Sophomore Men and National Norm Group.

	NMU Sample (N=147)		Norm Group (N=915)			
Scale	Mean	SD	Mean	SD	t	P
S with Faculty	23.24	4.79	25.20	4.71	4.659 <	.001
S with Admin.	23.15	4.77	26.28	5.36	6.647 <	.001
S with Major*	25.48	3.81	27.59	4.62	3.921 <	.001
S with Students	25.18	4.16	26.52	4.54	3.349 <	.001

* NMU N= 78 due to undeclared majors

Table 11. Mean and Standard Deviation of Scale Scores for Northern Michigan University Freshmen and Sophomore Women and National Norm Group.

	NMU Sample (N=100)		Norm Group (N=585)			
Scale	Mean	SD	Mean	SD	t	P
S with Faculty	24.37	5.05	25.37	4.65	1.945 >	.05
S with Admin.	25.20	5.07	26.41	5.11	2.171 <	.05
S with Major*	26.97	4.54	27.50	4.47	.941 >	.05
S with Students	25.91	3.94	27.33	4.37	3.030 <	.01

* NMU N=71 due to undeclared majors

Table 12. Item Responses in Percents for Each Satisfaction Scale for Northern Michigan University Freshmen and Sophomore and National Norm Groups.

Item Description	Total		Men		Women	
Satisfaction with Faculty	NMU	Norm	NMU	Norm	NMU	Norm
Informant's teachers past year: proportion judged superior						
1. Very few	31	28	27	27	38	30
2. Less than half	35	35	37	34	32	37
3. More than half	25	28	29	29	20	26
4. Almost all	09	08	07	10	10	06
N.R.	00	00	01	00	00	00
Informant's enjoyment of courses compared to expectations						
1. No, enjoyed them less than expected	32	17	37	17	25	16
2. No, but only mildly disappointed	25	24	22	25	30	23
3. Expectations reasonably well satisfied	34	47	32	47	38	48
4. Enjoyed studies much more than expected	08	12	08	11	07	12
N.R.	00	00	01	00	00	00
Success of teacher in challenging informant to capacity						
1. Have been wholly unsuccessful	23	14	28	15	15	12
2. Several have been somewhat successful	46	48	42	47	51	50
3. Several have been quite successful	26	31	27	29	25	33
4. Almost all have succeeded continuously	05	07	03	09	08	05
N.R.	01	00	01	00	01	01

Table 12. Item Responses in Percents for Each Satisfaction Scale for Northern Michigan University Freshmen and Sophomore and National Norm Groups. (Continued)

Item Description	Total		Men		Women	
Satisfaction with Faculty	NMU	Norm	NMU	Norm	NMU	Norm
Faculty who gave informant encouragement in there field						
1. None	60	52	65	52	53	52
2. One faculty member	26	27	22	26	31	27
3. Two or three faculty members	13	18	12	19	15	18
4. More than three faculty members	01	02	01	02	01	02
N.R.	00	01	00	01	00	01
Past year's teachers who know informant by name						
1. Almost none	17	11	20	11	14	11
2. Less than half	31	25	31	27	31	22
3. More than half	23	26	24	25	20	28
4. Almost all	28	38	23	37	35	39
N.R.	01	00	02	00	00	00
Faculty who seem genuinely interested in students						
1. Very few	25	15	25	17	24	13
2. Less than half	32	30	32	30	33	30
3. Over half	30	37	29	36	30	39
4. Almost all	13	17	12	17	13	18
N.R.	01	01	01	01	00	01
Grades based on irrelevant factors rather than quality of work						
1. Quite often	08	06	09	07	06	05
2. Once in a while	34	33	33	34	35	30
3. Very rarely	33	39	34	37	31	41
4. Never	25	22	24	21	26	23
N.R.	01	01	01	00	02	01

Table 12. Item Responses in Percents for Each Satisfaction Scale for Northern Michigan University Freshmen and Sophomore and National Norm Groups. (Continued)

Item Description	Total		Men		Women	
Satisfaction with Faculty	NMU	Norm	NMU	Norm	NMU	Norm
Impression of instructors' tolerance of student dissent						
1. Some definitely penalize student dissent	07	07	08	07	05	06
2. Some do not particularly welcome dissent	30	23	29	24	31	22
3. Most accept student dissent	42	44	44	44	39	45
4. Most value and encourage reasonable dissent	21	24	19	24	23	25
N.R.	01	01	00	01	02	02
Judged competency of instructors in their field.						
1. Felt several were not sufficiently competent	11	08	12	08	09	08
2. Felt 2 or 3 were not sufficiently competent	23	24	24	23	20	25
3. Felt one was not sufficiently competent	32	30	31	30	32	30
4. All were competent in my judgement	34	38	33	39	36	36
N.R.	01	01	00	01	03	01
Satisfaction with opportunities to talk with professors						
1. Most dissatisfied	19	14	21	16	15	12
2. Fairly satisfied	33	38	35	39	30	38
3. Quite satisfied	37	34	35	32	41	37
4. Extremely satisfied	10	12	08	13	12	10
N.R.	02	01	01	01	02	02

Table 12. Item Responses in Percents for Each Satisfaction Scale for Northern Michigan University Freshmen and Sophomore and National Norm Groups. (Continued)

Item Description	Total		Men		Women	
Satisfaction with Administration	NMU	Norm	NMU	Norm	NMU	Norm
Most campus rules are logical and necessary						
1. Strongly disagree	19	14	14	13	26	15
2. Disagree, but not strongly	34	24	37	22	28	26
3. Argee but not strongly	40	50	42	52	38	46
4. Strongly agree	07	12	06	12	08	12
N.R.	00	01	00	01	00	01
College has too much authority over student life						
1. Strongly agree	31	19	32	19	29	18
2. Agree, but not strongly	35	29	35	27	35	32
3. Disagree, but not strongly	24	35	24	35	25	35
4. Strongly disagree	10	17	10	18	10	15
N.R.	00	01	00	01	01	01
Quality of assistance given by personnel deans (dean of students, dean of men, etc.)						
1. They are no help	15	10	18	11	10	07
2. Not usually very helpful	25	27	27	26	22	29
3. More often helpful than not	44	43	40	42	49	45
4. Consistently very helpful	11	17	11	18	12	16
N.R.	05	03	04	02	07	03
Courtesy and efficiency of administrative or personnel divisions (admissions, registrar, loans, housing, etc.)						
1. Impression mostly negative	22	15	24	15	18	16
2. Impression somewhat negative	39	32	41	31	36	33
3. Impression reasonably positive	34	41	31	42	38	38
4. Impression very positive	04	11	03	11	05	11
N.R.	02	01	01	01	03	02

Table 12. Item Responses in Percents for Each Satisfaction Scale for Northern Michigan University Freshmen and Sophomore and National Norm Groups. (Continued)

Item Description	Total		Men		Women	
Satisfaction with Administration	NMU	Norm	NMU	Norm	NMU	Norm
Assistance with educational and vocational plans						
1. Very dissatisfied	23	16	28	16	17	16
2. Somewhat dissatisfied	28	29	27	28	30	31
3. Fairly satisfied	37	41	36	42	39	40
4. Very satisfied	10	11	08	11	13	11
N.R.	01	03	01	03	01	02
Role of students in formulating regulations						
1. Have no voice	18	12	24	15	08	08
2. Have rather weak voice	54	43	47	45	65	41
3. Have moderately strong voice	23	35	21	32	25	40
4. Have a very strong voice	03	09	05	07	00	11
N.R.	02	01	03	01	02	01
Perceived fairness in enforcing rules						
1. Greatly dissatisfied	16	10	18	11	13	08
2. Somewhat dissatisfied	34	22	40	23	25	21
3. Reasonably satisfied	39	56	33	55	47	58
4. Very satisfied	10	10	08	09	13	11
N.R.	01	02	01	02	02	03
College treats students more like children than adults						
1. Strongly agree	23	15	24	15	22	16
2. Agree, but not strongly	29	22	31	22	26	24
3. Disagree, but not strongly	33	34	32	33	34	36
4. Strongly disagree	14	26	12	28	17	23
N.R.	01	02	01	02	01	02

Table 12. Item Responses in Percents for Each Satisfaction Scale for Northern Michigan University Freshmen and Sophomore and National Norm Groups. (Continued)

Item Description	Total		Men		Women	
Satisfaction with Administration	NMU	Norm	NMU	Norm	NMU	Norm
Perceived inappropriate external pressures on college						
1. Strong pressures of which I disapprove	13	13	17	14	06	12
2. Moderate pressures of which I disapprove	23	23	27	23	17	23
3. Weak pressures	12	16	12	17	12	14
4. Am aware of no such outside influences	51	46	44	45	62	48
N.R.	02	02	01	01	03	04
Feeling about policies on attendance						
1. Entirely inappropriate	18	10	22	11	11	08
2. Somewhat inappropriate	28	20	32	19	23	23
3. Appropriate for most part	43	51	38	51	49	52
4. Entirely appropriate	11	18	07	19	16	16
N.R.	00	01	00	00	01	01
Satisfaction with Major						
Group identity of students in informant's department						
1. Practically none	22	12	24	13	20	11
2. Rather weak	12	12	14	12	09	12
3. Moderate degree	19	15	12	14	31	16
4. Quite strong	07	07	04	07	12	07
N.R. or no major field	39	54	46	54	28	54
Informant's department rewards conformity, punishes individuality						
1. Strongly agree	06	03	05	03	08	03
2. Agree, but not strongly	09	08	10	10	08	06
3. Disagree, but not strongly	18	17	17	17	20	17
4. Strongly disagree	25	16	20	15	31	17
N.R. or no major field	41	56	47	56	33	57

Table 12. Item Responses in Percents for Each Satisfaction Scale for Northern Michigan University Freshmen and Sophomore and National Norm Group. (Continued)

Item Description	Total		Men		Women	
Satisfaction with Major	NMU	Norm	NMU	Norm	NMU	Norm
Intellectual ability of students in your department						
1. Most are below average at this college	03	01	03	02	03	01
2. Most are near average	32	19	29	17	36	22
3. Most are above average	25	22	20	23	33	21
4. Among brightest on campus	02	03	01	03	02	02
N.R. or no major field	38	55	47	55	26	56
Informant's division has too many ritualistic requirements						
1. Strongly agree	10	06	07	05	14	07
2. Agree --- but not strongly	15	09	14	09	18	09
3. Agree --- but not strongly	21	16	20	16	22	15
4. Strongly disagree	15	14	13	14	17	14
N.R. or no major field	39	56	46	56	29	56
Certainty about major field decision						
1. Very uncertain	09	05	06	05	12	04
2. Somewhat uncertain	11	06	10	06	11	05
3. Fairly certain	25	17	24	18	27	16
4. Very certain	19	17	16	16	24	19
N.R. and no major field	37	55	44	55	26	55
Informant's academic standing in major department						
1. Very dissatisfied	13	07	14	07	10	07
2. Somewhat dissatisfied	23	15	20	15	26	15
3. Fairly satisfied	22	16	18	17	28	15
4. Very satisfied	05	07	01	06	10	07
N.R. or no major field	38	55	46	55	26	56

Table 12. Item Responses in Percents for Each Satisfaction Scale for Northern Michigan University Freshmen and Sophomore and National Norm Groups. (Continued)

Item Description	Total		Men		Women	
Satisfaction with Major	NMU	Norm	NMU	Norm	NMU	Norm
Informant finds course work in major						
1. Rather dull	08	05	07	04	09	06
2. So-So	15	07	13	08	18	07
3. Fairly interesting	22	19	21	22	23	15
4. Very interesting	17	13	12	11	24	16
N.R. or no major field	38	56	47	55	26	56
Satisfaction with competence of major professors						
1. Very dissatisfied	04	02	05	03	04	01
2. Somewhat dissatisfied	11	09	11	08	12	10
3. Fairly satisfied	36	24	29	25	45	22
4. Very satisfied	09	10	08	10	11	12
N.R. and no major field	39	55	47	56	28	55
Adequacy of major field courses and facilities						
1. Very inadequate	06	04	07	03	04	04
2. Somewhat inadequate	17	09	14	10	22	07
3. Fairly adequate	28	20	25	19	31	21
4. Very adequate	12	12	09	13	17	12
N.R. or no major field	38	55	46	55	26	55
Prestige of major department						
1. Not as much as other majors have	06	08	05	07	06	09
2. Neither particularly high or low	32	17	32	16	33	19
3. Fairly high	18	15	13	16	26	13
4. Great deal of prestige	06	05	04	06	08	03
N.R. or no major field	38	56	46	56	27	55

Table 12. Item Responses in Percents for Each Satisfaction Scale for Northern Michigan University Freshmen and Sophomore and National Norm Groups. (Continued)

Item Description	Total		Men		Women	
Satisfaction with Students	NMU	Norm	NMU	Norm	NMU	Norm
Too many students on campus are too intellectual						
1. Strongly agree	08	12	09	14	06	07
2. Agree, but not strongly	18	25	22	26	13	23
3. Disagree, but not strongly	30	33	29	31	32	36
4. Strongly disagree	41	28	38	25	46	32
N.R.	02	03	02	03	03	02
Too many students on campus are too extreme politically						
1. Strongly agree	12	10	15	13	08	05
2. Agree, but not strongly	26	24	24	25	29	21
3. Disagree, but not strongly	33	34	34	31	32	39
4. Strongly disagree	26	30	26	29	26	32
N.R.	03	02	01	01	05	03
Satisfaction with academic honesty of students on campus						
1. Very dissatisfied	15	09	16	10	15	09
2. Somewhat dissatisfied	31	24	32	23	30	27
3. Fairly satisfied	44	44	44	44	45	45
4. Very satisified	09	21	09	23	08	18
N.R.	01	01	00	01	02	01
Satisfaction with competitiveness of classmates						
1. Very dissatisfied	18	11	20	11	14	11
2. Somewhat dissatisfied	26	18	24	20	28	16
3. Fairly satisfied	40	48	41	48	40	48
4. Very satisfied	14	21	12	20	17	23
N.R.	02	01	03	01	01	02

Table 12. Item Responses in Percents for Each Satisfaction Scale for Northern Michigan University Freshmen and Sophomore and National Norm Groups. (Continued)

Item Description	Total		Men		Women	
Satisfaction with Students	NMU	Norm	NMU	Norm	NMU	Norm
Satisfaction with students' concern about political, economic and social issures						
1. Very dissatisfied	17	12	22	13	10	10
2. Somewhat dissatisfied	28	27	25	25	32	30
3. Fairly satisfied	44	50	43	50	45	50
4. Very satisfied	09	09	08	10	10	07
N.R.	02	02	02	01	03	03
Most students on campus avoid controversial issues						
1. Strongly agree	13	12	13	14	14	09
2. Agree, but not strongly	30	27	33	28	27	25
3. Disagree, but not strongly	34	41	32	39	38	44
4. Strongly disagree	19	18	22	17	16	19
N.R.	02	02	01	01	05	02
Too many students on campus are too nonconforming						
1. Strongly agree	14	09	14	11	14	06
2. Agree, but not strongly	21	23	25	25	16	20
3. Disagree, but not strongly	33	34	31	33	35	35
4. Strongly disagree	31	33	29	31	35	36
N.R.	01	01	01	01	00	02
Too many students on campus susceptible to fads						
1. Strongly agree	12	13	14	14	09	11
2. Agree, but not strongly	30	27	31	28	29	24
3. Disagree, but not strongly	40	40	39	39	41	41
4. Strongly disagree	18	19	16	17	21	23
N.R.	00	02	00	02	00	01

Table 12. Item Responses in Percents for Each Satisfaction Scale for Northern Michigan University Freshmen and Sophomore and National Norm Group. (Continued)

Item Description	Total		Men		Women	
Satisfaction with Students	NMU	Norm	NMU	Norm	NMU	Norm
Too many students on campus rely on "pull"						
1. Strongly agree	20	14	19	14	21	14
2. Agree, but not strongly	34	35	39	35	27	36
3. Disagree, but not strongly	30	33	26	32	37	34
4. Strongly disagree	14	16	14	17	13	15
N.R.	02	02	01	01	02	02
Too many students more concerned about social than academic life						
1. Strongly agree	36	18	33	17	39	19
2. Agree, but not strongly	47	42	44	38	51	46
3. Disagree, but not strongly	15	30	18	32	10	28
4. Strongly disagree	02	07	04	09	00	05
N.R.	00	03	01	03	00	02